



## Sanders-Clyde Elementary/Middle

220 Nassau St.  
Charleston, SC 29403

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	322 Students	
<b>Principal</b>	Melvin S. Middleton Jr.	843-724-7783
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	At-Risk
2007	Average	Excellent
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

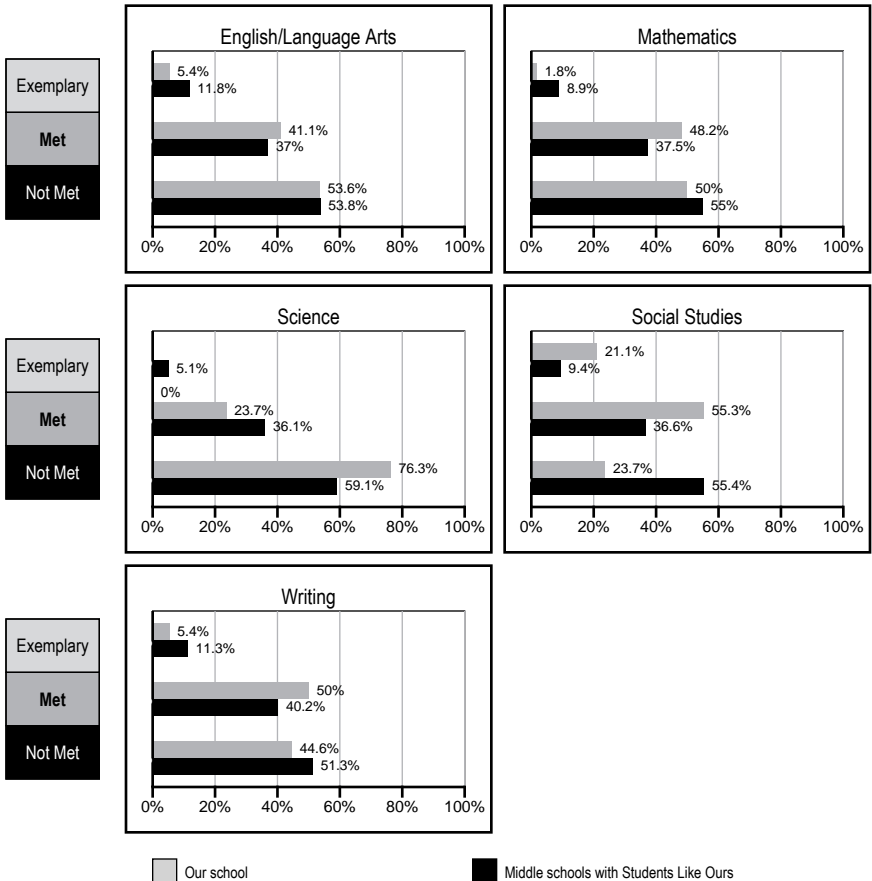
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	19	19

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	83.2%
English 1	N/A	83.6%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	N/A	81.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=322)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	16.7%	21.6%
Retention rate	4.9%	Down from 5.9%	1.8%	1.2%
Attendance rate	94.3%	Down from 95.1%	95.6%	95.9%
Eligible for gifted and talented	1.1%	Up from 0.0%	2.5%	14.8%
With disabilities other than speech	5.0%	Up from 3.4%	15.2%	12.6%
Older than usual for grade	3.5%	Up from 3.1%	5.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 0.3%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	45.8%	Up from 29.2%	54.5%	56.9%
Continuing contract teachers	54.2%	Up from 41.7%	58.3%	72.7%
Teachers with emergency or provisional certificates	14.3%	Down from 26.7%	16.3%	5.3%
Teachers returning from previous year	83.4%	Up from 75.3%	74.1%	82.9%
Teacher attendance rate	95.2%	Down from 96.6%	94.9%	95.2%
Average teacher salary*	\$40,547	Up 7.6%	\$44,417	\$46,599
Professional development days/teacher	14.4 days	Down from 23.6 days	10.8 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 11.7 to 1	16.2 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 91.3%	89.2%	89.9%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.7%	97.8%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$7,797	Down 5.7%	\$10,346	\$7,645
Percent of expenditures for instruction**	63.0%	Up from 61.5%	59.8%	63.4%
Percent of expenditures for teacher salaries**	59.3%	Up from 44.6%	54.4%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Sanders-Clyde has a total enrollment of approximately 323 students. We are a Title I school with a grade span of PK-8th, utilizing full inclusion. The 2008-2009 school year was only the second year that the school had a full middle school within what has been historically an elementary campus. This is the third year that the school has been housed in a temporary facility. A new state of the art facility is being built on the original site, and is scheduled to be completed in January 2010. A groundbreaking ceremony was held in October of 2008 commemorating the start of construction.

This year saw a decline in all areas of PACT across all grade levels. The elementary school went from an Absolute Rating of "Good" and an Improvement Rating of "Excellent" to an Absolute Rating of "At Risk" and an Improvement Rating of "At Risk" as well. The middle school fell from an Absolute Rating of "Average" and an Improvement Rating of "Excellent" to an Absolute and Improvement Rating of "At Risk." There has been a great deal of attention in the media and across the state surrounding the decline, with any number of theories being provided to explain the drastic fall. Regardless of the justification for the decline, the staff maintained the idea of providing standards-based quality instruction, focusing on the whole child. The school's motto became, "Where every child is more than just a test score."

Some examples of new or modified strategies for addressing student achievement included a more rigorously implemented response to intervention model through the the CORE Team, an increased utilization of small group instruction with the use of teacher assistants and hired tutors, and the use of a computer based tutorial program to supplement classroom instruction. Students in grades 3-8 participated in a Saturday Academy during the months of March, April, and May to help prepare for the PASS test.

Teachers have been receiving professional development to help facilitate the implementation of an "Arts Infused" curriculum. The goal is to use all forms of the arts to help in the delivery of instruction across all content areas. The school continues to foster a partnership with low country artist, Jonahan Green and other members of the art community, such as Creative Spark. Through the help of Creative Spark, the school received a grant that funded performances and artists-in-residence programs for the students.

Melvin S. Middleton Jr., Principal  
Shamekei Gray, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	18	23
Percent satisfied with learning environment	63.6%	83.3%	73.9%
Percent satisfied with social and physical environment	72.7%	94.1%	69.6%
Percent satisfied with school-home relations	45.5%	76.5%	85.0%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.4%	0.0%	No
Student attendance rate	94.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	172	100	52.1	41.8	6.2	65.8	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	82	100	59.4	31.9	8.7	60.9	81.8	79.3	N/A	N/A
Female	90	100	45.5	50.6	3.9	70.1	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	171	100	52.4	41.4	6.2	65.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	171	100	51.7	42.1	6.2	65.5	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	172	100	49.3	43.2	7.5	65.8	81	78.9	Yes	Yes
<b>Gender</b>										
Male	82	100	52.2	37.7	10.1	66.7	79.3	77	N/A	N/A
Female	90	100	46.8	48.1	5.2	64.9	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	171	100	49.7	43.4	6.9	65.5	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	171	100	49.7	42.8	7.6	65.5	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	120	100	N/AV	N/AV	N/AV	23.8	68.9	67.5
<b>Gender</b>								
Male	54	100	N/AV	N/AV	N/AV	22.2	68.2	67
Female	66	100	N/AV	N/AV	N/AV	25	69.6	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	119	100	N/AV	N/AV	N/AV	23	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	120	100	N/AV	N/AV	N/AV	23.8	50.2	55.1

**Social Studies**

All Students	119	100	28.7	60.4	10.9	71.3	76.8	72.3
<b>Gender</b>								
Male	62	100	17.3	75	7.7	82.7	75.3	71.5
Female	57	100	40.8	44.9	14.3	59.2	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	119	100	28.7	60.4	10.9	71.3	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	118	100	28	61	11	72	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	168	99.4	59.2	32.7	8.2	40.8	74.1	70.2	94.3	96
<b>Gender</b>										
Male	81	100	66.2	31	2.8	33.8	67.8	63.2	93.1	95.9
Female	87	98.9	52.6	34.2	13.2	47.4	80.6	77.5	95.4	96.1
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.1	97.9	95.9
African American	167	99.4	59.6	32.9	7.5	40.4	59.2	57.6	94.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	29.6	26.1	93.4	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	164	99.4	60.4	31.3	8.3	39.6	59.1	58.9	94.4	95.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	31	100	46.2	42.3	11.5	53.8
	4	46	100	69.4	27.8	2.8	30.6
	5	35	100	32.1	60.7	7.1	67.9
	6	20	100	N/AV	N/AV	N/AV	52.6
	7	21	100	55	40	5	45
	8	19	100	58.8	29.4	11.8	41.2
Mathematics							
2009	3	31	100	65.4	26.9	7.7	34.6
	4	46	100	47.2	38.9	13.9	52.8
	5	35	100	35.7	53.6	10.7	64.3
	6	20	100	47.4	47.4	5.3	52.6
	7	21	100	N/AV	N/AV	N/AV	60
	8	19	100	N/AV	N/AV	N/AV	35.3
Science							
2009	3	16	100	N/AV	N/AV	N/AV	7.7
	4	46	100	N/AV	N/AV	N/AV	25
	5	17	100	N/AV	N/AV	N/AV	35.7
	6	11	100	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	25
	8	9	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	15	100	30.8	61.5	7.7	69.2
	4	46	100	30.6	66.7	2.8	69.4
	5	18	100	35.7	57.1	7.1	64.3
	6	9	I/S	I/S	I/S	I/S	I/S
	7	21	100	35	45	20	65
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	31	100	77.8	14.8	7.4	22.2
	4	45	97.8	69.4	16.7	13.9	30.6
	5	33	100	57.1	35.7	7.1	42.9
	6	20	100	40	50	10	60
	7	20	100	47.4	47.4	5.3	52.6
	8	19	100	N/AV	N/AV	N/AV	52.9

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample